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fails to carry out his plan, omitting Old French words which have ceased to be used, and inserting words which still preserve their Old French meaning; he mistakes the accusative of a noun for a new word and awards it a distinct article; the same thing occurs with mere dialectic variations of the same word; his definitions are often vague in the extreme, sometimes they are positively contradictory and absurd; families of words are not arranged together under one head; the successive forms of a word are not arranged in chronological order, the last form given being often the earliest; no distinction is made between the dialect of the Ile de France, the parent of modern French, and the other dialects.

Most of these faults had been pointed out before; still it is interesting to have them systematically laid before us. We feel at every page what a pity it is that the tremendous labor which has been spent on GODEFROY's dictionary should not have resulted in a more permanent benefit to linguistic science; it is a valuable collection of words and quotations which we all have to consult at present, but it will be finally classed rather as a thesaurus of material for the lexicographer, than as a useful tool for the student.

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Der Aufenthalt der Neuphilologen und das Studium moderner Sprachen im Auslande von PROF. DR. SCHMEDING, Oberlehrer am Realgymnasium zu Duisburg. Zweite völlig umgearbeitete Auflage. Berlin: Oppenheim. 1889. 8vo, pp. 97.

To many readers of the MOD. LANG. NOTES the author of this little volume is well known through his 'Drei Monate in Rom' (Duisburg, 1868), and more especially through his valuable contribution to modern-language study in Germany, 'Die klassische Bildung in der Gegenwart' (Berlin 1885). In the former book, the author gave an instructive account of his sojourn in Italy, in the latter a valiant defense of the claims of modern languages as the successors of Latin and Greek in modern education. One extract will give those not acquainted with the latter work an idea of its aim and scope ('Die Klassische Bildung in der Gegenwart,' p. 8):

Nicht darum handelt es sich, ob noch in Zukunft Latein und Griechisch gelernt werden soll—(gewiss soll es gelernt werden, auch Arabisch und Persisch soll gelernt werden)—sondern darum, ob es wohlgethan sei es in der Masse und in der Ausdehnung zu lernen und es mit solchen Privilegien auszustatten, wie es jetzt geschieht. Es handelt sich also mit andern Worten darum, dasjenige, was unter dem Namen "*Klassische Bildung*" jetzt angeeignet wird, in seinem eigentlichen Wesen und Wirken zu erkennen, entkleidet von alle dem fremdartigen Aufputz, womit die Tradition sie umgeben und dann zu unteruchen, ob es wohlgethan sei, ihm jetzt im Organismus des Schul- und Staatslebens noch den Platz zu lassen, den man ihm bisher erteilte.

In the book under consideration ('Der Aufenthalt der Neuphilologen im Auslande') we have the results of the author's early experience in other lands (first published twenty years ago in the programme of the *Bürger-schule* in Oldenburg), rewritten in the light of the progress made in methods of modern language study during the last twenty years. Since the appearance of that programme gigantic strides have been taken, great educational revolutions brought about, firm and indisputable ground gained; the *Realschule Erster Ordnung* has risen to the rank of *Realgymnasium*, the university has set the seal of recognition upon the *Neuphilologe*, and the State has made a thorough knowledge of one or more modern languages a requirement in the *Staatsexamen*; philological associations for the nurture of the new science have been formed in Germany, the United States and Canada. It is with reference to these features of the new education that the author reviews his early experience, offering at the same time valuable suggestions as to the best application of time and money in acquiring languages abroad. In the first part of his work he discusses the difficulties which the student of modern languages encounters on entering a foreign country; as, for example, *insufficient preparation in colloquial idioms, lack of affiliations, too low estimate of the cost, the difficulty of adapting one's views to foreign modes of thinking* ("Und hier liegt nun für unsern Neuphilologen eine Hauptschwierigkeit in der Menschennatur im allgemeinen und in seiner Eigenschaft als Deutscher," S. 32). A bit of sound admonition is to be found in

the author's characteristic remark: "Wir sind, während unsers Aufenthalts unter Fremden nicht berufen dieselben nach unsern Nationalbegriffen zu erziehen und sie zu modeln" (S. 39). Hints of a practical character follow, pp. 42 ff. Of the multitude of objects attracting his attention the student must concentrate his energies upon those which are not attainable at home:

—die Ausbildung seiner Aussprache, seines Ohrs, seines Stils und die Aneignung gewisser sprachlicher Eigenthümlichkeiten. Um dies zu erreichen wird er den Grundsatz festhalten, seine Landsleute möglichst zu vermeiden und wesentlich nur mit Eingeborenen zu verkehren (S. 42).

In the second part of his book the author gives "eine Erzählung einiger einzelner Erlebnisse," offering the student much interesting information concerning life in England, France and Italy. The third part of the work contains words of encouragement to the modern philologist, and emphasizes the rôle which he is to perform in the solution of the problems confronting the new education. I cannot find a more fitting conclusion for the notice of this stimulating volume than the words of PROF. SCHMEDING himself: "*Wir hoffen von ihnen (den Neuphilologen) einen grossen Einfluss auf die Stellung der Völker unter einander; wir sehen in ihnen die mächtigste Friedensarmee.*"

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The Conversation Method for Speaking, Reading, and Writing French, intended for self-study or use in schools, etc., etc. By EDMOND GASTINEAU, A. M. New York and Chicago; Ivison, Blakeman & Co. 1888, pp. xxii, 530.

In his introduction, the author of the book before us draws support from COMENIUS, HAMILTON, LOCKE, PRENDERGAST and several other writers, and then makes a protest, not against grammar *per se*, but against making grammar the main dependence of the student in expressing himself; against obliging students to depend upon a large number of rules which they never really understand and cannot retain. To this argument our author will not encounter serious objections. MR. GASTINEAU, in this

rather philosophical introduction, actually admits that grammar is certainly indispensable to a perfect knowledge of a language. Still, he would dispense with it as long as possible, for it is the office of grammar "to complete and cap the edifice, but not to be the foundation and main support." To the first part of this statement MR. GASTINEAU will undoubtedly find many opponents. We should be willing to meet him on the dividing line and walk hand in hand with him along the golden mean.

It seems that the author has tried to enlist the sympathy of the advocates of the various systems and methods. He expresses some self-confidence in saying that while he employs the same great and natural principles as his predecessors, he avoids the mistakes committed by them. The followers of the strictly scientific method will find some consolation in the back part of the book, where about seventy-five pages are devoted to the elements of grammar.

The body of the work is divided into five parts, at the beginning of each of which a long idiomatic sentence is given with its pronunciation and translation. The method of teaching the pronunciation is a redeeming feature, the pronunciation of every French word being indicated, as accurately as possible, by English values taken from Webster. With this aid an approximately correct pronunciation may be acquired even without a teacher. The translation is of two kinds—literal and idiomatic. These long sentences are divided into clauses, which in turn are expanded into a variety of expressions. Then follows a vocabulary for use in further conversations and exercises. Notes, intended to be present answers to any queries that may arise, are given at the bottom of almost every page. The name is justified, as every portion of the work is cast into 'conversational' form.

After the student has worked his way through the five or six hundred pages of this volume, he is supposed to be able to converse on the following subjects: Arrival, Hotel and Boarding-house, Weather and City, Purchases, and Pleasures and Health, as each of the five parts is devoted to one of these subjects. In case there should be a pause in the conversa-